DOCUMENT RESUME

ED 149 724 IR 005 496

TITLE Report of the Project on Contracting, Review, and Assessment Procedures.
INSTITUTION Vermont Community Colleges, Montpelier.
PUB DATE 10 Jun 75
NOTE 33p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Community Colleges; Community Involvement; Continuous Progress Plan; *Curriculum Evaluation; *Degree Requirements; *Educational Assessment; Individual Study; Models; *Performance Based Education; Performance Contracts; Performance Specifications; Personal Growth; Post Secondary Education; Values

ABSTRACT

The broad purpose of this project was to examine all aspects of the Community College of Vermont (CCV) review and contracting process and to recommend changes to the CCV Review Board and Decision Team for implementation. Examination focused on the present program, the contract format, Local Review Committee procedures, the counseling process, and graduate criteria. Specific questions were generated and answers sought by personal interviews with all CCV staff members and Review Board members, questionnaires sent to all graduates, a sample of teachers, a sample of current students, all Local Review Committee members, and the personal experience of the author. A model was constructed for a CCV Degree Development Sequence including (1) initial screening; (2) planning--career exploration, values clarification, goal setting, assessment of current competencies, development of a plan; and (3) implementation and evaluation--assessing all learning, validating competence, completing the package. This report contains the results of the assessment, descriptions of important aspects of the current systems, and a set of action proposals for approval by the Decision Team. (VT)

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REPORT OF

THE PROJECT ON

CONTRACTING, REVIEW, and ASSESSMENT PROCEDURES

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IR 005 496

Learning Services

June 10, 1975

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INTRODUCTION

Ever since the decision was made to offer a degree, CCV has reverberated with a continual hum of discussion over how to do it.

Several key parts were in place from early on -- the competency base, the contract, a commitment to serve vocational needs, and the Review Committee procedures. The problem was how to make all these work together so that students remained in control of their own learning.

The basic pattern emerging over the past two and a half years has worked well. It has produced over 100 graduates of exceptionally high quality; it has attracted national attention for its uniqueness; it has been generally evaluated by students as having been a rich and rewarding experience. Nevertheless, there have been problems.

The purpose of the Contracting and Review Assessment Project has been to take a long, hard look at the whole process - to assess where we have been, to determine where we are now, and to make recommendations for future changes. This "CR*P Report" contains the results of our assessment, descriptions of important aspects of our current systems, and a number of recommendations for future development. These recommendations have been discussed by the CCV Review Board, reactions have come from the staff and what is contained here constitutes a final set of action proposals for approval by the Decision Team.

A. METHODOLOGY

The broad purpose of the project was defined at the outset:

> To examine all aspects of the CCV review and contracting process and to recommend changes to the CCV/Review Board and Decision Team for implementation.

Our examination focused initially on five major areas:

I. The present program
II. The contract format
III. Local Review Committee procedures
IV. The counseling process
V. Graduate criteria

These areas generated a number of specific questions to which we sought answers in a variety of ways. These included:

- personal interviews with all CCV staff members
- personal interviews with all CCV Review Board members
- questionnaires sent to all graduates
- questionnaires sent to a sample of teachers
- questionnaires sent to a sample of students currently developing contracts
- questionnaires sent to all Local Review Committee members
- personal experience as LRC chairperson, counselor, teacher in the contracting process, and CCV Review Board member.

In order to come up with a set of clear recommendations, from the mass of detailed, unorganized, and often conflicting data, it was necessary first to determine what the whole degree process was designed to produce. Hence, we began by identifying four general criteria of competence for our graduates. This done, we identified some basic questions. We have termed these "Issues", expressed an opinion about them, and submitted the recommendations of the CCV Review Board. The remainder of the report deals directly with findings on major problem areas and makes recommendations.

B. ISSUES

A handful of Basic Questions has been with us from the beginning. This report will not attempt to provide Basic Answers. We will, however, raise the issues to visibility, express a position, and make recommendations for some beginning answers.

1. Should we offer an alternative to the contracting system?

Some students find the present system difficult. Because we offer no simpler or more traditional alternative, goes the argument, we are effectively sifting out only those students who are motivated to learn on their own. We are sifting out those very people we are mandated to serve. For that reason, we ought to provide a more structured curriculum for those who need more structure.

Our response is that there undoubtedly are many students who need more structure than we are providing. It is imperative that we work steadily to provide back-up material for such students -- material that would provide sample statements of learning outcomes, materials that would help students discern more clearly what specific skills they must learn to develop their degrees, and materials that would suggest helpful course sequences to meet programs in which there is a clear hierarchy of learning to develop.

The fault, we would argue, lies not with the existence of a contract, but rather with the effectiveness with which we use the contracting process. Before we turn to alternatives which would be less conducive to developing autonomy, we must explore how we can better serve these students with a high need for structure within the contract system.

RECOMMENDATION:

That the college place major emphasis on providing comprehensive "back-up" materials to help students and Local Review Committees make contracts more specific.

2. Should we insist that students show growth to receive the degree?

In a pure sense, a competence-based system is based on the assumption that if a person is competent, she should receive the degree -- regardless of where the competence was developed. It would follow then, that if William Shakespeare walked in, showed us his works and otherwise demonstrated his competence, and demanded a degree, we'd grant it. No required courses, no further demands.

Those who do not accept this basis would argue either that he take a values clarification workshop, or at least that he write another sonnet for his Review Committee.

Our position is that while we should, indeed, minimize the numbers of such students, the process of developing the contract and demonstrating competence is, in and of itself, a deeply educational process. If contract development proceeds through its prescribed phases, the result will inevitably be growth. The difficulty is that while we implicitly operate on this assumption, we have not made it explicit.

RECOMMENDATION:

That materials be prepared for both students and Local Review Committees which clearly state that students are expected to show growth while at CCV along the four major criteria -- personal, social, manual/physical, and intellectual.

3. Should we insist that students indicate breadth as well as depth?

Occasionally, students have "slipped through" our system and demonstrated a great deal of specific competence, but have left us feeling that they seriously lacked breadth. It has been suggested that we require students to indicate that they have explored at least one area new to them in the contracting process. We would not recommend that this be made a requirement.

RECOMMENDATION:

That students who take no CCV courses should indicate some commitment to CCV by tutoring, giving a seminar, or otherwise repaying the college in kind for a period of at least one term.

4. Do you have to know what you can do, or is it enough just to do it?

This rapidly becomes a very complicated question. For some students, the discovery that "you have to know what you know" is a tremendously important one; for others, the process of abstracting, of "talking about" what they feel they can do anyway, is difficult and unnecessary. This latter position takes on particular significance in the case of the manual and physical competence areas: must you talk about how you hike as well as actually do it?

To oversimplify, we hold that most learning involves both doing and understanding. Just as practice is informed and improved by theory, so also is the opposite true. We would recommend that in the counseling, teaching, and contract development process, the student be made aware of the value of both. In as many cases as possible, she should develop competence at both levels. But we would not recommend that the degree structure be modified to insist on it.

C. THE FINDINGS

(A Summary of the findings appears on pp. 28-30)

1. OUR GRADUATES

By definition, any educational experience has an impact on a student. Most institutions attempt, in some way, to control the nature of that impact. CCV is no exception. Despite occasional attempts to claim that "we only exist to serve student need", we are forced again and again to admit that we do, very much influence our students -- and we influence them largely in terms of our own values. Because our personal values vary significantly, the college has been forced to confront more sternly the question, "what are our institutional values?" In an effort to lay a framework for answering that question, we placed major emphasis on asking all groups interviewed, "What should our students be like?" The question was designed to elicit reflections and discussion leading to the development of some criterion statements against which we might begin to measure how effective our many styles, procedures, and systems are at producing the sort of graduates we believe we should.

After a great deal of discussion and analysis, we have come up with a small number of general statements that serve as a broad basis for making the recommendations here as well as determining our effectiveness as we go along.

A sampling

Well over one hundred different criterion suggestions were offered. Their variety is considerable. "What should our graduates be like?" is a seminal question. Appropriately, the responses were fertile. Here are some:

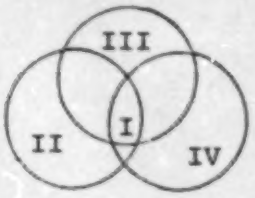
- they should know what they want and feel they can get it
- they should have a basic grasp of the language and content of their subject field
- they should be able to think abstractly and be articulate
- they should know how to go on learning
- they should be trustworthy, not be manipulative
- they should have an increased sense of their own worth
- they should be better equipped to get the kind of job they want
- they should be tolerant of ambiguity
- they must be able to write with a basic minimum of skill
- they should be able to get involved in community affairs.

A proposed model

CCV has, since its inception, affirmed that competence must be demonstrated in three realms: competence with things, people, and information. This has been critically important throughout our development and should continue to be. The problem is that a significant number of the criteria emerging in our study do not fit readily into any of the three categories. Rather, they seem to form a fourth cluster -- somehow of a different dimension -- focused on the student within, rather than on relationships without. It would seem to make sense, therefore, to suggest that the missing element has been at the intersection of our three rings. Hence:

I. Personal Competence

II. Social Competence



III. Physical Competence

IV. Intellectual Competence

Using this as our paradigm, it becomes obvious that there is a central relationship to all areas lying within the student. This then provides a framework into which virtually all of the suggested criteria fit readily.

I. Graduates should be better able to guide the directions of their own lives.

- they have sufficient self-awareness to identify areas for future growth and to work toward their goals;

- they can communicate effectively.

II. Graduates should be better able to work and live as productive community members.

- they are sufficiently aware of their surrounding community to establish effective community relationships;

- they have developed awareness of the cultural and historical setting of their community.

III. Graduates should be better able to use their physical attributes effectively.

- they are aware of how they interact with their physical environment;
- they possess a reasonable degree of physical competence.

IV. Graduates should be better able to think critically and creatively.

- they can think analytically in dealing with information, making decisions, solving problems, and evaluating;
- they can act creatively;
- they possess a significant level of knowledge in a chosen field.

RECOMMENDATIONS:

a. That the college recognize formally the recommended four criteria and the areas of competence as essential characteristics desired of any graduate.

b. That consideration be given to developing a detailed follow-up study of graduates including a model to measure growth along these criteria.

2. THE DEGREE PROGRAM STRUCTURE

The working draft of this report concluded that there was a need to make changes in the current degree program structure. We identified three alternative approaches to the task and requested the CCV Review Board to select one. The Board chose "Alternative Three", the least structured of the choices presented. The broad outlines of this approach are sketched below.

The new structure is different from the previous one in that the college will no longer require the "program goals" identified for each "program area", i.e., Human Services, Administrative Services, and General Studies. Instead, the college will require that all students demonstrate competence in ten "areas of competence":

1) Self-awareness
2) Interpersonal competence
3) Community relationships
4) Cultural and historical awareness
5) Interaction with physical environment
6) Physical competence
7) Creative competence
8) Analytical competence
    - -dealing with information
    - -making decisions
    - -solving problems
    - -evaluating
9) Knowledge
10) Communication

The present programs will be retained as guidelines for students and Local Review Committees, but the actual "labeling" of the degree will be agreed upon between the LRC and the student. This implies an expanded role for the LRC. There must be an early meeting between committee and student to identify the learning that must be acquired or demonstrated by the student. At a later meeting, this is crystallized into a plan for approval. For details, see the description of the "degree development sequence" in Section 3.

As before, the program outline sheets in the contract will link four major components. In place of "program goals", however, will be the area of competence. What were previously called "objectives" will be "statements of competence". And what was called "documentation" will be labeled "evidence".

RECOMMENDATION:

a. That the college incorporate into planning a detailed schedule for full implementation of the new structure.

b. That all present documents be re-written to describe the new procedures.

3. THE DEGREE DEVELOPMENT SEQUENCE

Initially, the business of "writing a contract" was seen as an individual series of steps taken by the student with the help of a counselor and the Local Review Committee. As it became apparent that this was both inefficient and lonely, we began to move toward use of group settings. These "contracting classes" have become central to our activities. As our experience has grown, we have begun to discover some new problems. Not every student starts at the same place. Moreover, all move at different speeds. Working effectively with a variety of student needs in a single group has proven difficult and frustrating for students and counselors alike.

In addition, Local Review Committees have been accosted with students at a bewildering variety of states and readiness. Sometimes students arrive with very little idea of what they want to do and less in the way of a plan to do it. At other times, students arrive with their entire plan in hand, all documented, expecting to receive the degree. Clearly, the task varies from meeting to meeting.

In an effort to view the degree development process as a total system, we have sketched the charts on pages 16 and 17. Basically, we view the process as consisting of four discrete parts, incorporating activities of the Local Review Committees, the student, and the counselor.

I. PRISM

When a student first expresses interest in working toward the degree, she is referred to the screening process. This is essentially a means of self-selection and consists of clear orientation to the possible roads ahead so that she can decide which is the most appropriate route to follow. There will probably be some form of objective testing as well, but the details remain fuzzy at this point. It has been suggested that the analogy is really more to a prism than a screen for what emerges is in terms of waves rather than discrete parts.

The routes available would be as follows:

Red: for the student who feels she has has everything she needs and only has to write a contract and document it.

Orange: for the student who knows what he wants but still needs to develop in certain areas.

Yellow: for the student who knows what general area she wants but needs to explore more specific career or work possibilities.

Green: for the student who has a lot of experience but no idea what to do with it.

Blue: for the student who lacks basic learning skills and needs remedial work before beginning contracting.

II. PLANNING

This phase consists of several parts, each of which may be addressed separately, in accord with the student's particular need. The Planning Phase is over when the student presents her study plan to the Local Review Committee.

A. Career Exploration

For students who want to know more about what careers they might pursue, this provides a series of workshops and exercises to help them find out what is possible and what skills they will need.

B. Values Clarification

For students who are unclear about their future directions, this provides a chance to explore their likes and dislikes, strengths and weaknesses, and to begin determining some goals.

C. Set Goals

This is a crucial step for all students. The groundwork is laid with the counselor and in groups. The LRC plays a key role here in helping the student early on to determine what skills she must identify in her plan.

D. Assessing Where You Are

This consists of a series of exercises designed to help the student assess all her relevant prior experience and come up with a list of current competence.

E. Developing a Plan

At this point, the student goes through a set of steps aimed at helping her to put together all the previous information to establish what competence she needs, how she will gain it, and how she will demonstrate that she has it.

III. IMPLEMENTATION

At this phase, the student carries out the plan. Any changes of a major nature must be cleared with the Local Review Committee. This phase is over when the student determines that she has completed the plan and decides to "wrap it up" for final review.

IV. EVALUATION

Regardless of what path they have followed previously, all students will go through the same steps here.

A. Assessing all learning

Whereas the earlier assessment exercise formed the basis of planning, this time the student will assess his learning in terms of the particular degree goals and competencies for which he wishes to receive the degree.

B. Validating competence

This consists of a variety of materials and exercises helping the student to confirm that she does, indeed, have the competence she claims. Some validation of competence may be demonstrated, other may be supporting material indicating in one way or another that the student is competent.

C. Completing the package

This is a checklist and supporting material to help the student make sure everything is in order for the final meeting with her committee.

RECOMMENDATIONS:

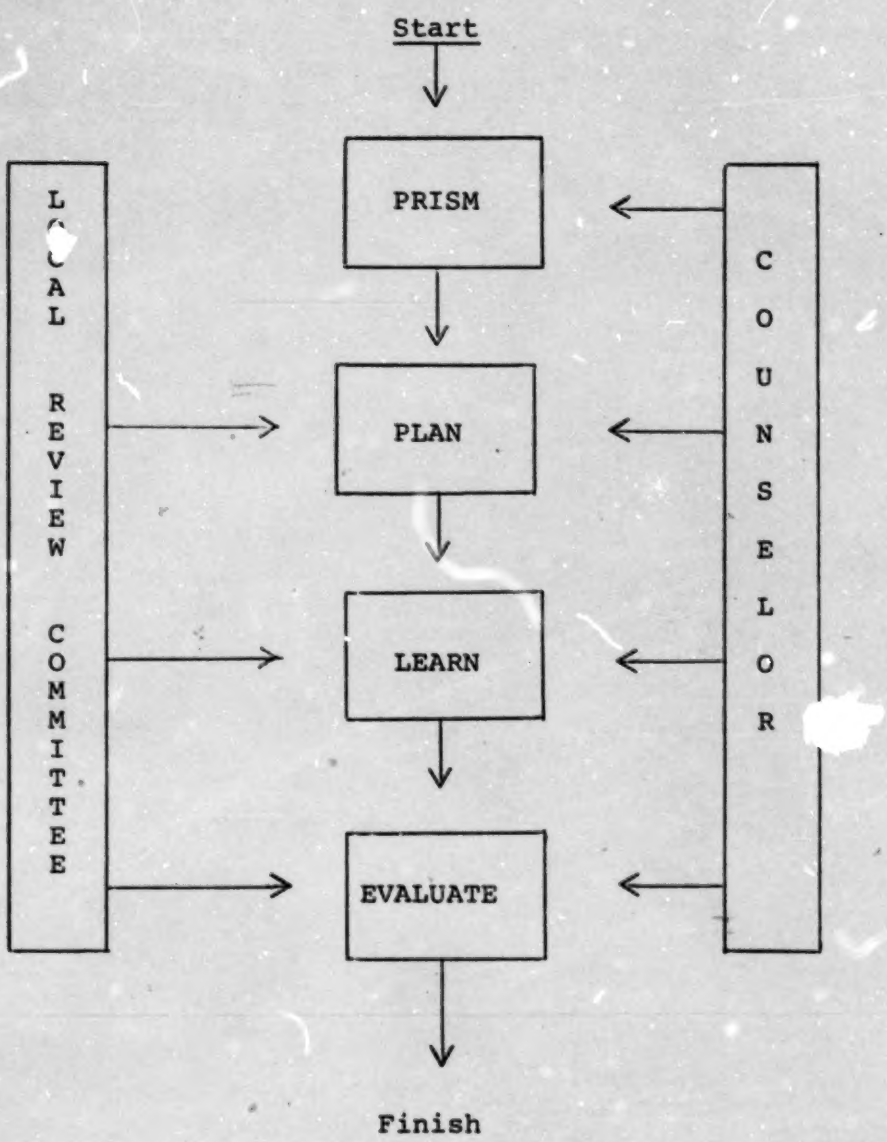
a. That the college adopt the model presented and use it as the basis for planning future activities, developing materials, and identifying staff functions.

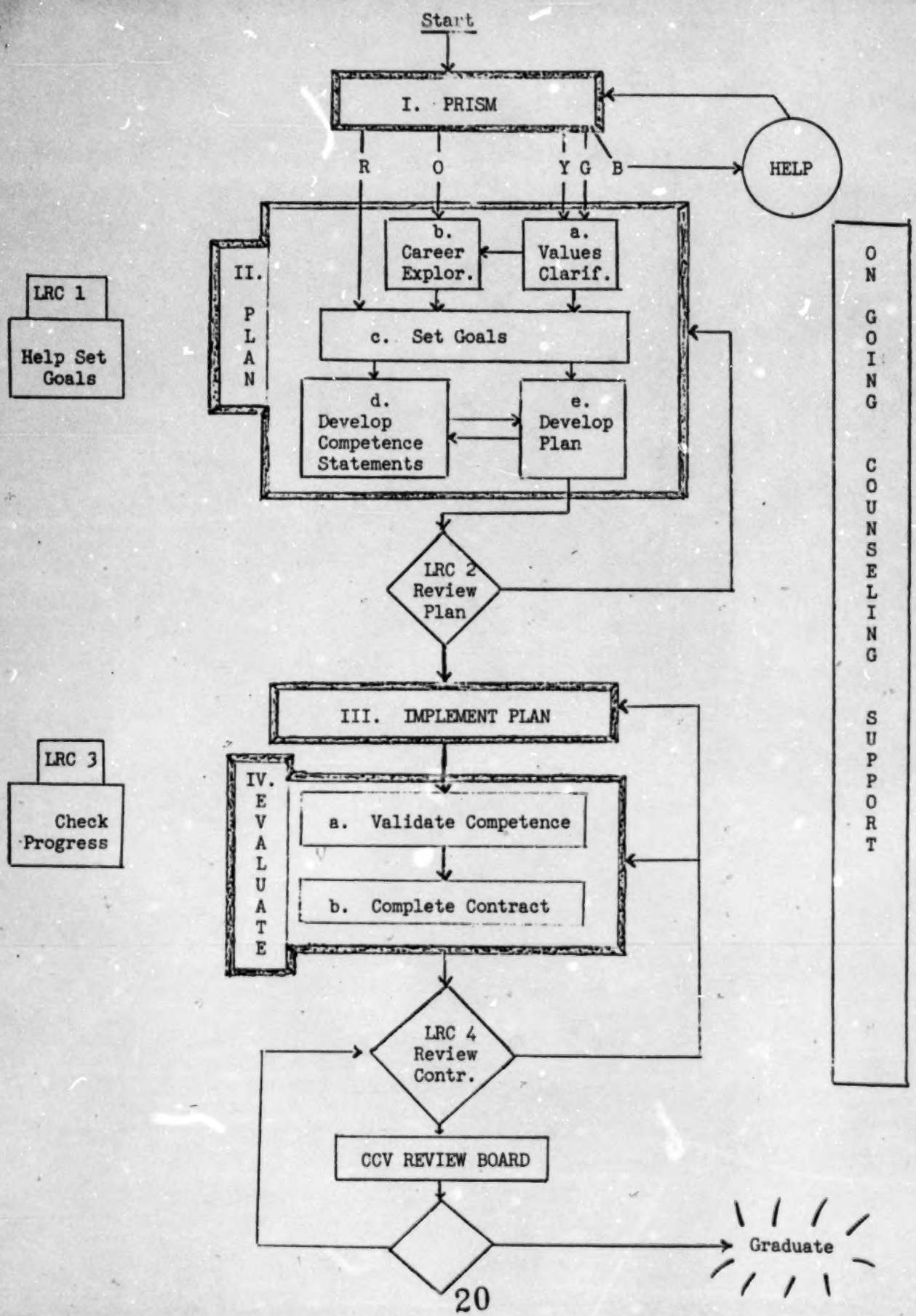
b. That the college place major emphasis on the development of specific materials to support students, staff, and Local Review Committee members at every phase of the contracting process.

c. That the college place equal emphasis on training for staff and Local Review Committee members in the implementation of the process.

CCV DEGREE DEVELOPMENT SEQUENCE (simplified)

This is a simple flow diagram showing the major phases that a student goes through from start to finish. It also suggests how the Local Review Committee and Counselor help along the way.




Start
I. PRISM
R
O
Y
G
B
HELP
II. PLAN
b. Career Explor.
a. Values Clarif.
c. Set Goals
d. Develop Competence Statements
e. Develop Plan
LRC 1
Help Set Goals
LRC 2 Review Plan
III. IMPLEMENT PLAN
IV. EVALUATE
a. Validate Competence
b. Complete Contract
LRC 3
Check Progress
LRC 4 Review Contr.
CCV REVIEW BOARD
Graduate
ON GOING COUNSELING SUPPORT

Local Review Committee Functions

In accord with these steps, the Local Review Committee clearly has certain functions.

LRC_1 Initial Guidance and Goal Setting

At this point, the student will meet with her committee for initial guidance. She may simply want some ideas about where to go to get started, or may have certain basic questions or reservations. At this meeting, she will identify the skills and knowledge which the LRC feels she must gain in order to receive the degree. In such a meeting, the committee acts basically as an advisor. This is not a judgmental session.

LRC_2 Plan Confirmation

This is a decision point. All students must pass through this point to receive confirmation of their plan. Although they may, indeed, seek advice and additions, this meeting must make the decision as to whether the student is ready to proceed or not.

In the case of "red" students, the meeting must decide if the student "has enough" to proceed directly ahead to the "Evaluation" phase.

LRC_3 Mid-course check

This function is essentially for "mid-course correction". A student may have a number of these meetings. Generally, the committee will be advising rather than deciding. The one exception would be when the student has substantial changes to propose in the initial plan. In such cases, the committee must give its formal approval.

LRC_4 Final Confirmation

Here, the primary function is judgmental, although there may be a certain amount of future planning and advising as well. At this point, the student submits his final completed contract will all supporting material. When the committee confirms that the contract is, indeed, complete, they recommend the student to the CCV Review Board for the degree.

The Counselor Functions

In accord with the model, several distinct counseling functions also fall out.

C_1 Initial screening

Here, the counselor helps the student to understand the forest that lies ahead and to select a most appropriate pathway.

C_2 Remedial help

This job involves helping the student determine how to develop the initial basic study skills necessary before the contracting process can begin.

C_3 Goal Clarification

This requires one-to-one or group work in leading the student toward greater clarification of her values.

C_4 Career Exploration

This involves helping the student to become more specific about career or job choice. It may be done either through reference to resources or through workshops.

C_5 Plan Development and Confirmation

This means helping the student to put together a good plan and presenting it to the Review Committee.

C_6 Learning Implementation

Here, the counselor advises students on how they might go about carrying out their plan. Often, a good deal of personal support is also necessary at this point.

C_7 Evaluation

At this point, the counselor helps students with the whole process of "pulling it together". It involves everything from helping in the development of statements of competence to gathering validation material to assuring that everything is ready for the final Review Committee meeting.

Although these functions are fairly distinct and may require quite different skills or preferences, it does not necessarily follow that they must be carried out by different people. The important point is that they be recognized as being distinct functions. Thus, site planning can be developed to allow the best fit of person with task.

4. THE LOCAL REVIEW COMMITTEE

One of the most innovative and significant parts of the entire CCV structure is the Local Review Committee. Considering that we have virtually thrown the participants together with very little prior training or orientation, LRCs have been remarkably successful. The belief that this function should be in the hands of the community and the conviction that it can be, has been largely vindicated.

This is not to say, however, that we are without problems. Comments from participants at all levels have revealed a variety of problems, ranging from the global, "We don't have any idea of what we're supposed to do," to the mundane but disturbingly frequent, "They take so much time to set up!"

Broadly, the problems broke into two general areas:

1) Local Review Committee functions are not clearly delineated or understood. Students are nervous about them; members are unfamiliar with our rules and their responsibilities; staff are concerned about the apparent lack of standards and dearth of specific materials for guidance; and almost everyone agrees that the brief time is not enough to allow truly beneficial interaction. In general, it appears that we are not yet making the best possible use of the Committees.

2) The Committees are difficult to organize. Membership fluctuates from meeting to meeting, important members are sometimes absent when most needed, a large amount of staff time is consumed simply in setting up the meetings. This seems to be largely because members are generally working people donating their time. The consensus is that we can only expect so much from such community people -- and we are demanding more.

We would make the following recommendations:

RECOMMENDATIONS

a) Clearly identify the "fit" between the Local Review Committee and the degree development process. On this basis, identify the particular functions to be played at each stage of the process. Relate this to the roles to be played by members.

b) Develop a detailed and comprehensive set of guidelines for LRC members clarifying the above model and clearly specifying the nature of the role to be played at a particular time.

Include in the guidelines whatever supportive materials may be necessary, explaining college procedures, ground rules, policies, and expectations.

c) Develop a sequence and supportive materials for a comprehensive orientation and training procedure for LRC members.

d) Establish a staff, student, expert "Study Group" to explore how we can develop clear program standards for use by students and LRCs.

e) Place high college priority on obtaining funding to provide some form of reimbursement for LRC members.

f) Identify criteria and required competence for the chairship of LRCs and select from the college staff at large for the position.

5. THE CCV REVIEW BOARD

This was the least controversial of all matters discussed in the project.

RECOMMENDATIONS:

a. That the college accept the following functions for the Board:

1 - to provide a final point of appeal for students, Local Review Committees, or staff people who wish a final ruling on a matter;

2 - to ensure college-wide consistency by sampling contracts across sites or programs;

3 - to provide rulings on degree policy and procedures emerging from selected contracts;

4 - to provide a mirror of community standards and reactions to student work;

5 - to carry out continuing review and evaluation of the entire contracting and degree process at CCV and to make recommendations for changes to the Decision Team.

b. That the college develop and make generally available a clear explanation of how the review process operates at this level, including criteria for referrals to the Board.

6. TEACHERS

The original draft of this report contained no section dealing directly with how teachers fit into the degree development process. As one CCV Review Board member put it, "As I read the report I saw frequent reference to 'learning', 'students', and 'competencies', but no mention of "teachers!" It seems that teachers are too often forgotten members of the CCV community. This is a serious omission.

In the teacher questionnaire, sent to solicit teachers' views about how to improve the contracting and review process, there was frequent mention of the need to inform teachers more fully of how contracting works and of how they can be more effectively brought into the process. The responses were a gold mine of creative suggestions.

RECOMMENDATIONS:

a. That the college incorporate into its planning a major effort to explore and implement ways to integrate more fully what students need to learn as a part of the contracting process with what happens in the classroom.

b. That included in the effort be:

- ways to help students make better use of their teachers;
- ways to inform teachers more fully about the contracting process and what part they can play in it;
- ways to help teachers design their courses to focus on the college competence areas, including assessment of past learning.

7. A MECHANISM FOR ORDERLY CHANGE

Because we are inventing our own systems largely out of the air, we must expect that at least half of what we produce at any given time will be obsolete within a year. Change happens fast and continuously.

At the same time, the pell-mell rate of change during the last several years has left our students often confused and sometimes angry. We all know what it has done to our staff.

There is a clear need to remain responsive to needs for change, yet at the same time to contain change so that it happens in an orderly fashion.

A clear solution would be a standing committee to meet in March and September. It would be comprised of two College Council members and the Director of Learning Services for the purpose of gathering and making recommendations for change in the Contracting and Review Process. This group would meet twice a year, in March and September. Recommendations made to the Director of Learning Services would then go to the CCV/Review Board. After discussion, the recommendations of the Board would be forwarded to the Decision Team.

RECOMMENDATION:

> That a standing committee as described be established to provide a mechanism for orderly change in the degree process.

D. WHENCE AND WHITHER

Through the cacophony of CCV changes over the past three years, it is sometimes difficult to discern the clear note of progress. Up close, we tend to drown out with our own voices the sound of another's song. Yet leaning back a bit, we can hear it -- sometimes only an echo, but increasingly often these days, clear notes, sometimes even a hint of a melody.

Steadily, our communities are filling with people who know how we work and who support our activities. Steadily, we grow clearer and more sure of our own professional competence. Steadily, we become more aware of how we are seen in a national perspective. And most important of all, steadily our students grow more sure and more competent.

We have come a long way. Like that antedeluvian beast, we have emerged now from the ooze and stand poised to walk on the land. A whole new forest lies ahead. Some tasks, nearby, will require only moving ahead in directions well established. Others, more distant, will demand a whole array of new approaches.

Immediate tasks:

Assuming the bulk of the recommendations are adopted, at least the following tasks must be accomplished:

- continued development of the supportive contracting materials
- development of a contracting screening process and materials
- development of Local Review Committee guidelines and training schema
- development of detailed curriculum back-up materials
- development of materials to support the competence areas.

Long-term tasks:

There are many - among them, an attack on the problem of "standards", and a full-blown follow-up study. For our purposes here, however, we wish to point to what appears to be the shadow of a rather formidable hulk in the forest.

A. The number of students currently demanding entry to the contracting process is considerably more than we are serving. Demand will certainly grow greater and faster as our influence in communities extends.

B. Our current process requires an extraordinarily high degree of counselor-student contact time. It is clear that even group contracting is not enough to meet the growing demand.

C. Given these two propositions, it appears that we have at least three choices:

1) Develop an alternative degree process which allows students to "add up" competence in some way without actually putting together a contract.

2) Create a set of self-instructional materials to help unusually self-motivated students develop their own contracts.

3) Develop a comprehensive plan for extending the contracting process and support system more fully into the community so that individuals and agencies other than ourselves are taking on the contracting process.

Our own preference lies with the latter two alternatives. As should have been clear in the early part of this report, we believe it is still too early to assume that the contracting process cannot be effectively used with all contracting students.

Whichever we choose, however, it is imperative that we fix long-term sights on the problem, for we are already stumbling toward it. Without our careful thought and coherent effort, it will be upon us before we know it.

E. APPENDIX

A Summary of Recommendations

1. Our Graduates

   a. That the college recognize formally the recommended four criteria and the areas of competence as essential characteristics desired of any graduate.

   b. That consideration be given to developing a detailed follow-up study of graduates including a model to measure growth along these criteria.

2. The Degree Program Structure

   a. That the college incorporate into planning a detailed schedule for full implementation of the new structure.

   b. That all present documents be re-written to describe the new procedures.

3. The Degree Development Sequence

   a. That the college adopt the model presented and use it as the basis for planning future activities, developing materials, and identifying staff functions.

   b. That the college place major emphasis on the development of specific materials to support students, staff, and Local Review Committee members at every phase of the contracting process.

   c. That the college place equal emphasis on training for staff and Local Review Committee members in the implementation of the process.

4. The Local Review Committee

   a. Clearly identify the "fit" between the Local Review Committee and the degree development process. On this basis, identify the particular functions to be played at each stage of the process. Relate this to the roles to be played by members.

   b. Develop a detailed and comprehensive set of guidelines for LRC members clarifying the above model and clearly specifying the nature of the role to be played at a particular time.

Include in the guidelines whatever supportive materials may be necessary, explaining college procedures, ground rules, policies, and expectations.

c. Develop a sequence and supportive materials for a comprehensive orientation and training procedure for LRC members.

d. Establish a staff, student, expert "Study Group" to explore how we can develop clear program standards for use by students and LRCs.

e. Place high college priority on obtaining funding to provide some form of reimbursement for LRC members.

f. Identify criteria and required competence for the chairship of LRCs and select from the college staff at large for the position.

5. The CCV Review Board

a. That the college accept the following functions for the Board:

1 - to provide a final point of appeal for students, Local Review Committees, or staff people who wish a final ruling on a matter;

2 - to ensure college-wide consistency by sampling contracts across sites or programs;

3 - to provide rulings on degree policy and procedures emerging from selected contracts;

4 - to provide a mirror of community standards and reactions to student work;

5 - to carry out continuing review and evaluation of the entire contracting and degree process at CCV and to make recommendations for changes to the Decision Team.

b. That the college develop and make generally available a clear explanation of how the review process operates at this level, including criteria for referrals to the Board.

6. Teachers

   a. That the college incorporate into its planning a major effort to explore and implement ways to integrate more fully what students need to learn as a part of the contracting process with what happens in the classroom.

   b. That included in the effort be:

      - ways to help students make better use of their teachers;

      - ways to inform teachers more fully about the contracting process and what part they can play in it;

      - ways to help teachers design their courses to focus on the college competence areas, including assessment of past learning.

7. A Mechanism for Orderly Change

   a. That a standing committee as described be established to provide a mechanism for orderly change in the degree process.